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Une publication équivalente est disponible en français sous le titre suivant :
Éducation coopérative et autres formes d'apprentissage par l'expérience: Lignes directrices pour les écoles secondaires de l'Ontario, 2000.

This publication is available on the Ministry of Education's website at http:// www.edu.gov.on.ca.

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Preface

This document sets out policies and procedures for the implementation of cooperative education and other forms of experiential learning, including work experience and job shadowing and job twinning, in English-language secondary schools in Ontario. These planned learning experiences in the community may be part of specialized programs such as the Ontario Youth Apprenticeship Program (OYAP) and other school–work transition programs.

The policies described in this document complement the provincial policies outlined in Ontario Secondary Schools, Grades 9–12: Program and Diploma Requirements, 1999 (OSS); in Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999; and in the secondary curriculum policy documents.

This document replaces Cooperative Education: Policies and Procedures for Ontario Secondary Schools, 1989.

Part One

Forms of Experiential Learning

1 An Overview of the Forms of Experiential Learning and Related Programs

1.1 INTRODUCTION

Planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged.

Job shadowing and job twinning normally involve only one-half to one school day and have no credit value independent of the course within which they are undertaken. Work experience and virtual work experience last somewhat longer – from one to four weeks – and also have no independent credit value. Cooperative education, the main subject of Part Two of this document, may be a culmination of a series of different forms of experiential learning. It is offered in the form of credit courses that are scheduled for a full term. Finally, programs that incorporate cooperative education or other forms of experiential learning, such as school–work transition programs and the Ontario Youth Apprenticeship Program (OYAP), have variable formats and involve the earning of credits. All of these forms of experiential learning are summarized in the accompanying chart and described individually in the following sections.

1.2 JOB SHADOWING AND JOB TWINNING

Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student's school–work transition program.

Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
Job shadowing (e.g., Take Our Kids to Work)			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	• involves the pairing of a student with a worker in a specific occupation • may be integrated with a credit course • may be part of a student's school–work transition program
Job twinning			
1/2 to 1 day	none	one-on-one observation of a cooperative education student at his or her placement	• involves the pairing of a student with a cooperative education student • may be integrated with a credit course • may be part of a student's school–work transition program
Work experience			
1–4 weeks	none	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	• involves a short-term, subject-related work placement • forms an integral part of a specific credit course • requires pre-placement orientation • requires a learning plan
Virtual work experience			
the equivalent of 1–4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	• involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet • forms an integral part of a specific credit course • requires pre-placement orientation • requires a learning plan
Cooperative education			
full term (year or semester)	1 credit per 110-hour cooperative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	• requires a personalized placement learning plan • involves the earning of credits • requires pre-placement orientation • is monitored by the cooperative education teacher • integrates classroom and workplace learning • involves reflective learning • involves student assessment

Length	Credit Value	Description	Key Elements
School–work transition programs (e.g., Bridges)			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school- and work-based education and training involving a variety of learning opportunities	• is oriented towards students who will be entering the workforce directly after high school • involves the development of partnerships with employers • involves the enhancement of curriculum with input from employers • involves the earning of cooperative education credits
Ontario Youth Apprenticeship Program (OYAP)			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	• is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD • may involve the student's registration in an apprenticeship • requires documentation by the student and trainer regarding trade-specific competencies acquired • involves the earning of cooperative education credits

The preparation of students for job shadowing and job twinning should include in-school instruction on employer's expectations, workplace health and safety procedures, and work ethics and attitudes. Teachers are responsible for ensuring the selection of appropriate placements in safe work environments. For students who are participating in job shadowing or job twinning for more than one day and who are fourteen years of age or older, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage (see Policy/ Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs"). Coverage is not provided for students involved in only a half- to one-day experience, or for students under the age of fourteen. Job shadowing or job twinning experiences lasting one day or less should be treated as field trips. Any forms that are required in connection with field trips must also be completed for students participating in job shadowing or job twinning.

Following any job shadowing or job twinning experience, students should be given the opportunity to discuss the experience, analyse it in relation to their educational and career planning, and set or review their future goals in the light of what they have learned.

1.3 WORK EXPERIENCE

Work experience is a component of a credit course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks. Work experience placements must comply with the placement assessment criteria outlined in section 2.4.1.1 of this document. Students' preparation for all forms of work experience must include instruction in job-readiness skills, health and safety procedures in the workplace, and school and placement expectations.

A personalized placement learning plan (including assessment criteria) based on the curriculum expectations of the course must be developed in collaboration with the participating placement supervisor (see section 2.4.2). Students at each placement should be visited at least once to ensure that their learning is related to the curriculum and workplace expectations outlined in their learning plans and that these expectations are being met. Students should be provided with opportunities to analyse their out-of-school experiences and to integrate them with their in-school learning.

Work experience opportunities enable many students with special learning needs to experience a variety of opportunities and to learn more about both themselves and the world of work.

Workplace Safety and Insurance Act coverage for students participating in work experience is outlined in detail in the ministry's Policy/ Program Memorandum No. 76A.

1.4 VIRTUAL WORK EXPERIENCE

The changing world of work provides new opportunities for student placement. The impact of innovations in information technology and the use of the Internet allow for students to participate in "virtual work" placements. As an example, a student enrolled in a Grade 11 English course could participate in a virtual work experience that linked him or her with a story editor, a reporter, or a copywriter at a local, regional, or national newspaper. If the technology is accessible, virtual work experience can give students – including students who are receiving special education programs and services and students in rural areas or remote communities – the opportunity to participate in a greater variety of experiences than have ever been available to them in the past.

A short-term virtual work experience – the equivalent of one to four weeks – can be included as part of any credit course. The implementation of virtual work experience must follow the same policies and procedures outlined in this document for work experience:

- Teachers must develop a personalized placement learning plan, as outlined in section 2.4.2, in collaboration with the placement supervisor, for each student planning a virtual work experience.
- Like students involved in a work experience placement outside the school, students participating in a virtual work placement must receive preparation in

job-readiness skills, health and safety training, and school and placement expectations.

- Teachers must conduct an assessment of the placement following the criteria outlined in section 2.4.1.1.
- Students involved in virtual work experience should also be given the opportunity to reflect on and integrate the experience with curriculum expectations.

In addition, teachers must ensure that students involved in virtual work experience have an understanding of Internet protocols, especially as they relate to safety, privacy, and confidentiality issues.

1.5 COOPERATIVE EDUCATION

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising preplacement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements should provide students with challenging opportunities to apply and extend the knowledge, and practise and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Cooperative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents,[1] employers, and placement supervisors. Additional participants may be involved in the case of exceptional students and other students with special needs. Joint planning by these individuals ensures that students are provided with a systematic introduction to career exploration, experiential learning, and career planning.

Students apply to take a cooperative education course during the course selection process. A counselling and interviewing process – conducted by cooperative education teachers in collaboration with guidance counsellors, teacher-advisers,

1. Throughout this document, parents is used to refer to both parent(s) and guardian(s).

and administrators – determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

Cooperative education is discussed in detail in Part Two of this document.

1.6 SCHOOL–WORK TRANSITION PROGRAMS

School–work transition programs are specialized programs (see section 3.7) that prepare students for employment or self-employment. Placements should be selected from current and emerging employment sectors where job opportunities are known to exist or are expected to exist in the future. School boards[2] must provide school–work transition programs for students intending to enter the workforce directly after graduating from high school. These programs should also be available to exceptional students and students who are not identified as exceptional but who receive a special education program or services.

School–work transition programs include both in-school and work-based experiences, including job shadowing, work experience, cooperative education, and in-depth skills training, and require the involvement of employers in their development and delivery. These programs may provide advanced standing or additional certification for students in apprenticeship and skills certificate programs. The job shadowing, work experience, and cooperative education portions of school–work transition programs must be implemented in accordance with the policies and procedures outlined in this document.

School–work transition programs consist of a number of courses that prepare students to meet the requirements of a specific occupation or apprenticeship. Initially, a combination of courses that include opportunities for career exploration through job shadowing and work experience is appropriate. Later, students receive more in-depth training through courses oriented towards their postsecondary education or workplace destinations and through skill development obtained through cooperative education placements that relate directly to their chosen careers. School boards must establish partnerships with employers to provide students with appropriate placements.

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2. Throughout this document, the terms school boards and boards are used to refer to district school boards and to those school authorities that offer secondary school courses.

1.7 ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students who are 16 years of age or older to meet diploma requirements while participating in an occupation that requires apprenticeship. The program must meet the following requirements:

- School boards must develop partnerships with local labour market stakeholders (e.g., employers and local training boards), particularly with employers who can provide placements in apprenticeship occupations.
- Students enrolled in OYAP earn cooperative education credits in accordance with the policies and procedures outlined in this document and in the OYAP guidelines established by the Ministry of Training, Colleges and Universities (MTCU).
- The OYAP placement must provide appropriate training, supervision, and evaluation.
- A certified journeyperson provides the placement component – apprenticeship on-the-job training – according to the regulations of the trade.
- The approved training standards of the Ministry of Training, Colleges and Universities must complement, or serve as the basis for, the student's personalized placement learning plan.
- School boards interested in delivering the apprenticeship in-school curriculum must obtain prior approval from both the Ministry of Education and the Program Development and Standards Unit of the MTCU and the area office of the Workplace Support Services Branch.
- If a school board provides an apprenticeship in-school curriculum, the training must be delivered by a teacher who holds an Ontario Teacher's Certificate as well as being qualified in the trade.

An OYAP student is a student who is earning cooperative education credits for work experience in an apprenticeship occupation. The student may or may not be formally registered as an apprentice while attending secondary school. An OYAP student may be given approval to be placed in a company at which he or she currently holds a part-time job, provided that there is a clear distinction between the tasks outlined in the personalized placement learning plan (see section 2.4.2) and the duties of the paid position. A school board, a community college, or another approved deliverer (such as a union-sponsored training agent) may offer the apprenticeship in-school training to OYAP students.

All students participating in OYAP must:

- complete sixteen credits towards the OSSD prior to starting the program;
- be enrolled as full-time students during the program;
- complete all compulsory credits required for the OSSD.

Part Two

Cooperative Education and Related Programs

2 The Cooperative Education Course

2.1 INTRODUCTION

As described in section 1.5 of this document, a student's cooperative education program comprises a cooperative education course and the related curriculum course (or courses) or ministry-approved locally developed course on which the cooperative education course must be based. The student may take the cooperative education course concurrently with the related course or after successful completion of that course.

The cooperative education course consists of a classroom component and a placement component, which are described in detail in sections 2.3 and 2.4, respectively. Through these two components, the cooperative education course prepares the student for successful participation in a work placement; provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in the related course; and provides opportunities for the student to integrate the learning acquired in school and at the placement.

Cooperative education courses may be planned as single- or multiple-credit courses, but the latter are encouraged in order to ensure sufficient time at the placement for the student to fully achieve the required knowledge and skills. (See section 3.2 for detailed information on the duration and credit values of cooperative education courses.)

Many of the policies relating to cooperative education courses apply also to work experience and are relevant to related programs, such as school–work transition programs and OYAP. Users of this document who are interested in either of these areas are advised to review section 2 carefully.

2.2 PRE-COURSE COUNSELLING AND INTERVIEWING

Each board must establish procedures to determine whether students applying for cooperative education, the Ontario Youth Apprenticeship Program, school–work transition programs, or work experience have the necessary educational background and maturity. A structured interview between the teacher responsible for the course or program and each student applicant is an essential part of such procedures and must be conducted prior to the start of the course or program. Close liaison should be maintained with the guidance department, the teacher-adviser, special education staff (if appropriate), the school administration, and the parents of students under eighteen years of age to ensure that

students' programming is appropriate to their educational or career goals as identified in their annual education plans. During this process, staff should be aware of students' postsecondary destinations and the admission requirements of community colleges, universities, and workplace training programs (e.g., for apprenticeship). Programming for exceptional students and other students who have an Individualized Education Plan (IEP) must comply with the IEP, including the transition plan.

The focus of pre-course counselling and interviewing should be inclusion, not exclusion. The sessions should be solution-oriented and designed to ensure that all students have fair access to these programs.

2.3 THE CLASSROOM COMPONENT

2.3.1 Pre-placement Orientation

Prior to their placements, all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations (see the following sections), as well as of the related expectations in the compulsory Grade 10 Career Studies course (see The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999). Pre-placement orientation must be scheduled for a minimum of 15 to 20 hours.

2.3.1.1 Student Preparation for the Workplace. Through the achievement of expectations included in the Exploration of Opportunities strand in the compulsory Grade 10 Career Studies course, students will have gained an understanding of safety in the workplace and employees' and employers' rights and responsibilities.

Through the achievement of expectations included in the Preparation for Transitions and Change strand of the Career Studies course, students will have:

- created effective résumés, cover letters, and thank-you letters for the work-search process, using word-processing software and appropriate vocabulary and conventions;
- completed job applications effectively and without spelling or grammatical errors;
- demonstrated the ability to communicate their interest in a work opportunity effectively (e.g., by telephone, in person, or through the mail or e-mail and the Internet);
- identified common interview questions and demonstrated the ability to respond appropriately and effectively.

Pre-placement orientation will involve review and application of the knowledge and skills that students have acquired through the achievement of the expectations listed above.

In addition to the knowledge and skills acquired in the Career Studies course, students in pre-placement orientation will be expected to demonstrate self-assessment skills, job-readiness skills, and an understanding of the following:

- the school and placement expectations that they are to achieve in the cooperative education course
- placement-specific workplace health and safety considerations (see section 2.3.1.2)
- issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection of Privacy Act
- work ethics and the responsible use of information technology
- the individual's right to function in a climate free from abuse and harassment
- relevant sections of the Employment Standards Act and the Human Rights Act
- the history and role of labour unions
- appropriate methods of dealing with and reporting concerns or problems at the placement

Pre-placement orientation should also include an initial student-teacher conference regarding the content of the student's personalized placement learning plan.

Students who have earned cooperative education credits in the past are still required to prepare for new placements through the pre-placement orientation sessions. However, teachers must adapt the learning expectations of these students appropriately and should also consider drawing on their expertise when conducting the sessions. Students who are continuing in a placement in order to earn additional credits (related to another course) will have to demonstrate that they have met the pre-placement expectations before they can return to the placement. Such reinforcement of job-readiness knowledge and skills is particularly valuable for students who are planning to apply for full-time employment or for limited-enrolment programs at postsecondary institutions.

Teachers assigned to cooperative education must be involved in pre-placement orientation, which is most effectively delivered in a group setting. Team teaching that involves guidance counsellors, community resource personnel, and other staff is strongly encouraged.

At the end of the pre-placement orientation, all cooperative education students must be provided with the opportunity to apply their knowledge and skills in structured interviews with prospective employers. This experience will help to prepare them for the job-application and interview process of the workplace. To add to the learning experience, employers should be asked to provide students with written or oral feedback after the interviews.

A structured interview provides both potential employers and students with a good foundation for a successful placement experience. Teachers should inform students that interviews may be competitive in nature and that there is no guarantee that a student will be accepted after the first interview. If a student is not

accepted after the first interview, he or she should be provided with feedback, further training, and additional interview experience. It is expected that students will submit a personal résumé for each interview.

When the placement process is initiated in the semester prior to the cooperative education course, students may have their mandatory employer interview at that time. To ensure that students are prepared for such interviews, the pre-placement orientation time may be split between the semester prior to and the semester of the cooperative education course.

Additional pre-placement learning expectations may be identified in the IEPs of exceptional students and other students who receive a special education program or services. These expectations may relate to self-advocacy skills and to the student's understanding of the workplace accommodations that will be made to suit his or her special needs.

2.3.1.2 Health and Safety. As part of the pre-placement orientation, students involved in cooperative education and work experience must receive instruction on health and safety in the workplace. To ensure the physical safety and personal well-being of students, teachers must ensure that students demonstrate the following prior to placement:

- an understanding of workplace health and safety rules
- the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- an understanding of the Occupational Health and Safety Act
- the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training program
- an understanding of the coverage provided by the Workplace Safety and Insurance Act
- the procedures for reporting accidents
- the procedures for reporting unsafe practices

Both teachers and placement supervisors must ensure that all students with special needs are thoroughly familiar with and able to implement all the safety precautions that may be required at the placement. They must also ensure that any necessary workplace accommodations to ensure students' safety are in place.

Students in the Ontario Youth Apprenticeship Program must be provided with trade-specific health and safety training.

If a cooperative education teacher becomes aware of a health or safety hazard at any time during a work placement (e.g., through information supplied by a student), the teacher must discuss the hazardous situation with the placement

supervisor, the head of the organizational unit in which the credits are being awarded, and the principal. The hazardous situation must be resolved before the student can return to the placement.

Board staff should be aware of their responsibility and potential liability in terms of students' health and safety. Any teachers and non-teaching personnel responsible for recruiting and securing placements must assess the health and safety environment of the potential placements (see section 2.4.1.1, "Placement Assessment Criteria") and recommend only those placements with acceptable standards.

2.3.1.3 Coverage Under the Workplace Safety and Insurance Act. To ensure Workplace Safety and Insurance Board (WSIB) coverage for students at the placement, a Ministry of Education Work Education Agreement form must be completed and signed by all parties prior to student placement. The coverage under the Workplace Safety and Insurance Act for students in work education programs (work experience and cooperative education) is outlined in detail in the ministry's Policy/ Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs".

The hours accumulated by a student at a placement (other than hours spent as an assistant to a teacher) must be reported to the ministry on a school-year basis. The number of hours of WSIB coverage may, in some cases, need to be increased. In such cases, a note must be appended to the Work Education Agreement form to ensure the necessary WSIB coverage for the student. The note must be signed by the teacher, the student, the student's parents (if the student is under eighteen), and the placement supervisor. It is the student's responsibility to obtain approval from his or her teacher and parents before extending the placement beyond the hours specified in the original agreement. Insurance coverage arranged through the Ministry of Education applies only to the hours stated in the Work Education Agreement and does not apply when a student receives an hourly wage or a salary (see section 4.3).

The Ministry of Education Work Education Agreement form must be used for all students participating in cooperative education or work experience who are fourteen years of age or older. While boards may expand this form to elicit additional information, no modifications may be made that change the information elicited by the original Work Education Agreement form.

School officials, with the assistance of cooperating company officials, must ensure that proper WSIB procedures and requirements are adhered to both prior to and during placements and in the event of an accident. Teachers must follow WSIB and school board procedures when reporting accidents. Since accident reporting procedures require students' social insurance numbers, it is recommended that all students involved in cooperative education or work experience have a social insurance number.

2.3.1.4 Unions and Collective Bargaining. Each student placed in a unionized setting must be provided with an orientation to the union and should spend some time with the union representative.

The topic of labour unions should be introduced in pre-placement orientation, but some lessons will be more effectively delivered as part of the "integration" portion of the classroom component of the course (see the next section), when students are given the opportunity to integrate their classroom learning with the job training they receive at their placements. Students should be able to demonstrate their understanding of organized labour as well as of the evolutionary nature of the labour movement. Teachers are encouraged to use local labour representatives in the presentation of this topic.

As a part of their policies and procedures, school boards must also include a statement regarding student activities in the event of a strike, lockout, or collective action.

2.3.2 Integration

The integration portion of the classroom component of a cooperative education course involves sessions with students that are held at various times throughout the course and following the placement and is designed to provide students with the opportunity to:

- relate the placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education, using a variety of strategies, activities, and tools;
- reflect on and analyse their placement experiences;
- reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement.

Students are expected to achieve the expectations described below during their integration sessions. By the end of the cooperative education course, they will:

- demonstrate the ability to access related career information;
- demonstrate an understanding of labour market trends and of the nature of the workplace in the future;
- demonstrate an understanding of the changing role of men and women at work;
- demonstrate an understanding of issues relating to human rights, discrimination, harassment, and disability;
- demonstrate the ability to produce an effective exit résumé.

Sufficient time must be provided for students to achieve these expectations. A minimum of seven hours of integration for each cooperative education credit must be interspersed throughout the semester or year. Employers should be informed well in advance of the times scheduled for integration sessions. It is important to note that the hours allocated to integration sessions in the classroom

are in addition to the fifteen to twenty hours that must be allocated to pre-placement orientation (see the chart in section 3.2.1 for an example of the allocation of hours). Because exceptional students may face additional challenges in their placements, they should be provided additional time and support as needed.

Reflective discussion is one technique that can be used in integration sessions to encourage students to analyse, compare, and contrast their placement experiences. In this way, the classroom becomes a forum for critically examining the workplace, for reflecting on personal placement experiences, for building and testing hypotheses, for disciplined inquiry, and for setting goals. (Students will gain insights through such discussions that will assist them in completing their annual education plans.) Classroom activities also provide opportunities for students to connect their placements to their related courses.

Other reflective learning techniques include assignments, seminar presentations, and the keeping of logs, diaries, observation reports, and portfolios. In addition to the hours required for integration, each student must complete an independent study project that demonstrates an understanding of the relationship between his or her placement experience and the curriculum expectations of the related course.

2.4 THE PLACEMENT COMPONENT

2.4.1 Establishment of the Initial Placement

2.4.1.1 Placement Assessment Criteria. All school boards must establish procedures for finding and assessing potential placements. The cooperative education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families, taking into consideration the following:

- the employer's and supervisor's positive attitude and commitment to the provision of experiential learning opportunities
- the opportunity for each student to work in a one-on-one relationship with a supervisor
- the range and scope of the learning opportunities and experiences available
- the technology, equipment, and facilities provided at the placement
- the health and safety conditions of the workplace
- the business's employment policies
- the provision of an environment that is free from discrimination, violence, and expressions of hate
- the ability to provide any necessary accommodations for students with special needs

When a placement that has already been assessed is under consideration once again for a subsequent student, the cooperative education teacher must reassess it to ensure that it continues to meet the criteria listed above.

Placements involving any of the following activities are not acceptable:

- working in the student's home school, except under special circumstances (see section 2.4.1.2)
- working in the school store
- participating in dramatic presentations in the home school
- serving on the student council
- working at part-time jobs
- participating in Junior Achievement projects
- playing on a school or community athletic team
- working on the school yearbook
- replacing paid employees
- completing the community involvement requirement for the OSSD (see OSS, section 3.1.3)

Additional hours accumulated at cooperative education placements may not be counted towards the community involvement requirement for the OSSD, as identified in Policy/ Program Memorandum 124A, "Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools".

2.4.1.2 Placement of Students. Successful practices dictate that placements for cooperative education, work experience, or school–work transition programs must be arranged by the school. Care must be taken to provide suitable placements in which students can develop employability and industry-specific skills. For this reason, placements should, if at all possible, be outside the student's home school, preferably in a new environment in which the student has not had previous experience or part-time work.

When a student requests a placement in a school setting, the cooperative education teacher must make every effort to obtain the placement outside the home school. There are some situations in which the home school provides experiences that cannot be duplicated anywhere else in the immediate community. For example, it may be necessary to place a student in the home school if the student has special needs that cannot be accommodated in another placement or if it is deemed that the student does not yet possess the level of maturity or skill needed for participation in a community placement. Where it is necessary to place a student in the home school, two separate individuals must assume the roles of cooperative education teacher and placement supervisor.

In developing cooperative education or work experience placements for exceptional students and other students receiving a special education program or services, teachers must take into account the students' strengths and needs (including the need for specialized services, accommodations, or modifications), as outlined in their IEPs.

Learning opportunities are optimal in placements in which only one student is placed with a placement supervisor at any given time. When more than one student has requested a particular placement, a process of competitive interviews is encouraged. All school boards must include the process for competitive interviews in their policies and procedures for community-based learning activities, such as cooperative education, work experience, and school–work transition programs. Assessment procedures for the purpose of determining cooperative education placements must accommodate the special needs of exceptional students and other students who have IEPs.

Cooperative education experiences should provide students with sufficient time and opportunity in any given placement for satisfactory skill development, career exploration, and personal growth. While placements that consist of full-day segments are considered ideal, the placement component should be planned in at least half-day segments wherever possible. The placement component must include sufficient experiences and be long enough to permit students to meet the expectations of the course, as identified in their personalized placement learning plans.

A cooperative education course normally involves one placement, but in some cases two different placements may be appropriate in order to enable the student to meet the expectations of the course. The decision regarding the number of placements in which a student will participate should be made locally. The following criteria should be considered:

- the number and variety of placements available in the community
- the breadth and depth of experience afforded by the available placements
- the expectations of the related course, as identified in the student's personalized placement learning plan

2.4.2 Personalized Placement Learning Plans

The personalized placement learning plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. Cooperative education and work experience students must have personalized placement learning plans that identify the overall and specific curriculum expectations of the related course that describe the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement. When a student is earning cooperative education credits related to more than one course, the personalized placement learning plan must include the learning expectations that relate to each course. The learning plan must be developed within the first three weeks of the placement.

In addition to standard student and placement information, the personalized placement learning plan must include the following:

- the name of the related course or courses on which the cooperative education course is based, and of the curriculum policy document in which each course is included
- the course code of the related course, which will also be used for the cooperative education course (for the purpose of assigning credit appropriately)
- the grade level and type of course
- the credit value of the cooperative education course
- the curriculum expectations of the related course that describe the knowledge and skills the student will extend and refine through application and practice at the workplace
- the expectations of the employer and those expectations included in the classroom component of the course (e.g., expectations relating to placement-specific health and safety training) that the student will achieve at the placement
- the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to apply and refine the required knowledge and skills and to develop an understanding of current industry practices and standards
- the criteria and strategies to be used in assessing and evaluating the student's achievement of the knowledge and skills identified in the plan

The development of personalized placement learning plans is an ongoing process involving the cooperative education teacher, the teacher of the related course, the placement supervisor, and the student, as follows:

- The cooperative education teacher is required to involve the placement supervisor in the development of the learning plans.
- Since students are to be gaining experience that relates directly to the course for which they are earning credits, teachers holding qualifications in the relevant subject areas must be involved in developing the learning plans and in identifying the curriculum expectations to be achieved through application at the placement, as well as the strategies that will help the student achieve them. They must also be involved in identifying appropriate assessment criteria and strategies, and any special student orientation that might be required.
- The supervisor helps the cooperative education teacher identify the tasks that the student will perform at the placement, including those that relate to specific curriculum expectations, and is also responsible for orienting the student to the placement.
- The student should identify the personal goals expressed in his or her annual education plan that have an impact on the learning plan.

The process of identifying the curricular knowledge and skills that a student is expected to apply and refine at the placement begins during pre-placement with a critical examination of the overall and specific expectations of the course in the curriculum policy document on which the cooperative education course

is based. Occupational task lists may be consulted in this process, but only the tasks that relate to specific curriculum expectations should be entered into the learning plan.

The learning plan is continuously adjusted as the student progresses at the placement. It must be reviewed by the cooperative education teacher during the learning assessment visits, and should be revised as necessary to provide the student with appropriate learning opportunities and challenges. The teacher must update the plan by recording comments about the student's progress and achievement to date and by adding suitable new expectations or short-term goals.

The personalized placement learning plan of a student who has an Individual Education Plan (IEP) must be developed with direct reference to the IEP. Teachers must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP, including the transition plan. The student's special education teacher should be consulted wherever appropriate. Because the learning plan, rather than the IEP, will be the principal guide for the student's placement supervisor, it is important that any special accommodations and any modifications of curriculum expectations required in the IEP be clearly identified in the personalized placement learning plan.

The learning plan of a student participating in the Ontario Youth Apprenticeship Program (OYAP) must be developed to complement, or must be based on, the skills outlined in the training standards for the appropriate trade and its related training program. (Trainers and apprentices/ trainees are required to write their signatures and the date alongside each of the skills listed in the Training Standards Document upon the student's successful acquisition of the skill.) Training standards may be obtained from the local apprenticeship office.

The assessment and evaluation of students at their placements must be based on the achievement of the expectations identified in their personalized placement learning plans.

The student, the placement supervisor, the cooperative education teacher, and whenever possible, the teacher of the related course (and for exceptional students, their special education teacher) should each have a copy of the student's personalized placement learning plan. Learning plans must also be made available to the parents of students who are under eighteen years of age. The learning plans may be stored electronically, as long as hard copies can be produced on request. Decisions should be made locally regarding where in the school the plans are kept.

2.5 ASSESSMENT AND EVALUATION

Assessment is the process of gathering information from a variety of sources to determine how well a student is achieving the expectations of a course. Evaluation refers to the process of judging the quality of student work based on established criteria and assigning a value to represent that quality. Assessment and evaluation of cooperative education will be based on the provincial curriculum expectations and the achievement levels outlined in the appropriate curriculum policy documents and in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.

The primary purpose of assessment and evaluation is to improve student learning. In cooperative education, the information that is gathered through placement assessment helps teachers determine students' strengths and weaknesses in their achievement of both the curriculum expectations and the placement expectations. This information will assist teachers in continuously adapting students' personalized placement learning plans in order to provide appropriate challenges for the student.

When evaluating a student's overall achievement, the teacher should take into consideration the expectations included in the student's personalized placement learning plan, the levels of achievement described in the appropriate curriculum policy document, the student's performance on classroom assignments, and the supervisor's performance appraisals (see section 2.5.2).

The learning skills that the student demonstrates in both the classroom and the placement components of the course must be assessed separately from the student's achievement of expectations and must be reported in the appropriate spaces provided in the Provincial Report Card (see the Guide to the Provincial Report Card, Grades 9–12).

2.5.1 Classroom Learning Assessment and Evaluation

The assignments that students complete in pre-placement orientation (see section 2.3.1) and as part of their "integration" activities to link their placement tasks to the curriculum expectations (see section 2.3.2) should be assessed and evaluated. Students should also be assessed and evaluated on the compulsory independent study projects they complete (see the end of section 2.3.2). Students' portfolios, tests, examinations, assignments, and demonstrations can be used to assess and evaluate student achievement. Opportunities for self- and peer assessment should also be provided.

2.5.2 Placement Learning Assessment (Monitoring) and Evaluation

The primary purposes of placement learning assessment are to advocate for and ensure appropriate student learning at the placement, to monitor the student's progress, and to ensure the student's safety at the placement. To ensure appropriate placement supervision, the teacher should clarify with the student's supervisor his or her role in the student's learning. Frequent contact between the cooperative education teacher and the supervisor reinforces the importance of the partnership between the school and the placement, and provides students

with a sense that they are still part of their home school. To ensure student success, it is essential to develop effective working relationships among students, teachers, and placement supervisors. Frequent placement assessment, even when students are doing well, will improve the evaluation process.

Student learning at the placement must be assessed by a qualified teacher a minimum of three times per 110 hours of a cooperative education course. At least two of the three assessments must be made through direct personal contact. Other means of assessment – such as telephone conversations, written communications, e-mails, and teleconferencing or videoconferencing (e.g., between the teacher and the supervisor) – may also be used. It may be necessary to assess some students more frequently because of their special needs or because of the nature of particular placements.

Assessments must incorporate performance appraisals written by the placement supervisor. The assessment of cooperative education students in semestered schools must incorporate at least two performance appraisals written by the supervisor. In non-semestered schools, there must be three written performance appraisals. The timing of these appraisals should coincide with the school's regular reporting schedule (see Guide to the Provincial Report Card, Grades 9–12). Just as the development of learning plans is an ongoing, evolving process, so should the performance appraisals reflect progression in students' achievement of the expectations being assessed.

While the cooperative education teacher and the placement supervisor must jointly evaluate the student's performance at the placement, the teacher alone is responsible for determining the student's final grade.

Placement learning assessment must include the following:

- careful, critical observation of the student's placement activities, including performance of placement tasks and interaction with co-workers and the supervisor
- an assessment of working conditions and of the student's work habits
- discussions and consultations with both the student and the supervisor
- documentation of student progress in developing the knowledge and refining the skills described in the curriculum expectations of the related course, and towards achieving the placement-related expectations of the classroom component of the cooperative education course, as well as the expectations of the employer
- the updating and adjusting of all copies of the student's personalized placement learning plan

Every student must be provided with feedback following his or her placement learning assessment. The teacher should meet first with the student, then the supervisor, and finally with both the student and the supervisor to discuss and clarify the student's strengths, areas for improvement, and next steps. These must be recorded on the appropriate section of the Provincial Report Card.

Placement learning assessment must be documented by anecdotal records, identified by date. This documentation should include information on student progress, student interaction with co-workers, changes that have been observed, details of new learning, comments made by both the student and the supervisor, adjustments to the student's personalized placement learning plan, and recommendations for next steps. This documentation must be maintained as part of the student's records (see section 3.3).

The assignment of cooperative education teachers who are qualified in both cooperative education and the related subject will ensure not only the integrity of the credit(s) earned and the quality of student learning experiences, but also the quality of the assessment and evaluation of student performance. When the cooperative education teacher is not qualified in the related subject, regular consultation between the cooperative education teacher and the teacher of the related course must take place. The subject teacher is encouraged to accompany the cooperative education teacher on assessment visits to ensure that the curriculum expectations are aligned with placement activities and that appropriate assessment and evaluation strategies are employed.

The cooperative education teacher must seek the assistance of special education teachers when completing the placement learning assessment of exceptional students.

Students registered as apprentices in the Ontario Youth Apprenticeship Program may also be visited by a training consultant from the local apprenticeship office.

2.5.3 Attendance and Punctuality

Regular attendance at school and at the placement is critical for student learning and the achievement of course expectations. Although attendance and punctuality are reported separately on the report card, and students are assessed and evaluated only on their level of achievement of the course expectations, patterns of regular attendance and punctuality at the placement will contribute to students' overall success.

When a student withdraws from the related course, he or she must automatically be withdrawn from the cooperative education course. However, if a student withdraws from the cooperative education course, he or she may remain, at the principal's discretion, in the related course. This policy, as well as the school board's attendance policy, must be clearly stated to students before they begin the course.

3 Program Planning and Delivery

3.1 COURSE DEVELOPMENT

3.1.1 Courses of Study

Cooperative education courses offered by boards will be based on curriculum expectations outlined in ministry curriculum policy documents or in ministry-approved locally developed courses. The principal of a school will retain on file up-to-date copies of the outlines of all the courses of study for courses offered at the school, including cooperative education courses.

The outline of a course of study for a cooperative education course will include the following:

- the information specified in OSS, section 7.1.1, for the outlines of courses of study for all secondary school courses
- a description of (a) the knowledge and skills that the student will achieve in the classroom component (see section 2.3 of this document); (b) the teaching strategies used in classroom instruction; and (c) the criteria and strategies for assessment and evaluation of student performance
- the personalized placement learning plan, which identifies (a) the knowledge, skills, and attitudes that the student is expected to demonstrate at the placement (see section 2.4.2); (b) the learning opportunities provided by the placement and the strategies used to enable the student to apply and refine the required knowledge and skills; and (c) the criteria and strategies for assessment and evaluation of student achievement at the placement

3.1.2 Cooperative Education Courses and Related Courses

Cooperative education students must take their related course (or courses) concurrently with the cooperative education course or have successfully completed the related course before being placed in the cooperative education course. Students may have completed the related course in school or through distance education, continuing education (night school or summer school), an alternative school, a private school, or the Independent Learning Centre.

3.1.3 Grade Levels and Types of Courses

Courses in all disciplines and of all types, including open courses, may serve as the basis for cooperative education courses. Boards may wish to consider cooperative education when planning locally developed courses in collaboration with their communities.

Since transfer courses are designed to bridge the gap between two courses of different types, these courses do not lend themselves to cooperative education and may not be used as the related courses on which cooperative education courses are based.

As cooperative education requires a certain skill and maturity level, admission to cooperative education is generally offered only to students in Grades 11 and 12. In special situations, when it is deemed to be in the best interest of the students involved, students taking courses in Grades 9 and 10 may participate in cooperative education and work experience. Such situations require consultation among community employers and supervisors, parents, and school personnel.

3.2 ACCREDITATION AND REPORTING OF STUDENT ACHIEVEMENT

3.2.1 Number of Hours Required for Cooperative Education Courses

A cooperative education course, including both the classroom component and the placement component, must be scheduled for at least the same number of hours as required for any one of its related courses (for a minimum of 110 hours) and for at most twice the number of hours required for each related course.[3] For example, a course based on two related full-credit courses may be scheduled for no less than 110 hours and no more than approximately 440 hours. (See also section 3.2.2, "The Awarding of Credits".) Cooperative education courses worth more than one credit are encouraged because they afford the additional learning time at the placement that is often necessary to enable students to gain the practical experience and the practice they need to fully achieve course expectations.

The following chart illustrates the number of hours that might be allocated to different components of cooperative education courses in different situations. Note that the number of hours allocated to pre-placement is 15–20 hours, regardless of the total number of hours scheduled for the course, and that 7 hours must be allocated to integration sessions for every 110 hours of a course.

Number of Credits	Pre-placement	Integration	Placement	Total Hours
1-credit course (related to 1 in-school course)	15–20 hours	7 hours	83–88 hours minimum	110 hours
2-credit course (related to 1 in-school course)	15–20 hours	14 hours	186–191 hours minimum	220 hours
4-credit course (related to 2 different in-school courses)	15–20 hours	28 hours	392–397 hours minimum	440 hours

3. It should be noted that a 110-hour cooperative education course may be linked to no more than two related curriculum courses.

Students must remain at their placements until the date stipulated in their Work Education Agreement, even in cases where the required course hours have been completed before the end of the school term. The completion date of this agreement should coincide with the completion date of other school courses.

3.2.2 The Awarding of Credits

Credit is awarded for the successful completion of a cooperative education course based on any credit course outlined in a curriculum policy document or on a ministry-approved locally developed course, in accordance with the policy stated in OSS, sections 6.1 and 6.2.2.1, and in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000. There is no formal restriction on the total number of cooperative education credits that students may earn in secondary school. Half-credits may be granted when a 110-hour cooperative education course is based on two related curriculum courses.

The following guidelines apply to the awarding of credits when a student is taking a cooperative education course concurrently with a related course:

- If the student is successful in the related course but unsuccessful in the cooperative education course, he or she is awarded credit for the related course only.
- If the student successfully completes the cooperative education course but is unsuccessful in the related course, he or she may be awarded a portion of the cooperative education credit(s), in accordance with school board policy. (This applies only to a student who remains registered and in attendance in the concurrent related course until the completion of the course.)

School boards' policies and procedures should include clear guidelines regarding the awarding of cooperative education credits.

3.2.3 The Reporting of Student Achievement

The procedures for reporting student achievement are set out in the Guide to the Provincial Report Card, Grades 9–12, 1999 and The Ontario Student Transcript (OST) Manual, 1999. (The list of common course codes, as well as samples of Ontario Student Transcripts, are also useful references, available on the ministry's website, at www.edu.gov.on.ca.)

The grades and credits earned for a cooperative education course and its related curriculum course or ministry-approved locally developed course must be recorded separately both in the report card and on the OST, as follows:

- The cooperative education course and the related course are listed as separate entries, using the name of the related course and its course code for both courses.
- The cooperative education course is identified by the inclusion of "(Co-op)" after the course name and, on the OST, by the notation "C" in the "Note" column.

In cases where the cooperative education course is based on more than one related course, the cooperative education course is recorded separately for each related course. In each case, the record includes the following: the name of the related course, followed by "(Co-op)"; the final grade for the course; and the portion of the total credit value of the course that is being assigned to the particular related course.

All Grade 11 and 12 cooperative education courses attempted or completed will be reported on the student's transcript.

3.3 STUDENT RECORDS

Cooperative education teachers, under the direction of the principal, are required to maintain records for each cooperative education student. While these records must be kept for a minimum of twelve months after the completion of each course, it may be beneficial to the student if these records are kept for a longer period of time.

The following records shall be maintained for each cooperative education course in which the student has been enrolled:

- the Work Education Agreement form
- the placement schedule (for Workplace Safety and Insurance Act purposes)
- the personalized placement learning plan
- dated, anecdotal records of placement learning assessments
- assessment and evaluation forms
- weekly logs or records of activities
- a union memorandum of agreement, if applicable

When developing academic and career portfolios, students should be encouraged to include a summary of their cooperative education experiences. The summary could include the following information for each cooperative education course taken:

- the name and date of the placement
- the name of the placement supervisor and the cooperative education teacher
- a copy of the personalized placement learning plan
- a brief account of the placement experience
- samples of performance appraisals
- a current résumé
- any reference letters received

Teachers may also wish to keep a copy of each student's résumé and cooperative education application form, if one has been used.

Teachers should be sensitive to the confidential nature of students' journals, which contain their reflections on the activities in which they are involved. These should either be kept by the students or returned to them at the end of the course.

3.4 ALLOCATION OF TEACHERS AND TIMETABLING

The delivery of a quality cooperative education experience requires the involvement of both teachers qualified in the area of cooperative education and subject teachers responsible for the curriculum courses on which cooperative education courses are based. Teachers who are appointed to positions of responsibility in cooperative education should possess or be required to obtain specialist qualifications in the field. Principals should also make every effort to encourage the growth of cooperative education programs and the involvement of staff across the curriculum in their planning and implementation.

Principals should be aware that cooperative education courses make unique demands on a teacher's time, in that the cooperative education "classroom" alternates between the school and the community. Consequently, when allocating and timetabling staff, principals should take into account the need to incorporate in the timetables of cooperative education teachers blocks of time that will enable them to secure placements and to conduct assessments of student achievement at the workplace.

3.5 PROGRAM ASSESSMENT

Every four years, a program effectiveness survey must be made as part of the ongoing assessment of the delivery of cooperative education and work experience. Students, employers, and parents should be given an opportunity to evaluate the delivery and effectiveness of cooperative education, including both the placements and related classroom activities. This survey may be conducted as part of other board-wide surveys.

3.6 THE ROLE OF THE COMMUNITY

Community Advisory Committees may be developed at the school or board level. Such committees can play an important role in establishing and maintaining links between the school and the community to better ensure the success of cooperative education. The role of such committees might include examining the general provisions stated in this policy document and making specific recommendations to school boards concerning other provisions that should be considered in the development of local policies and procedures for cooperative education and work experience. Committee members could be involved in the planning and design of cooperative education and work experience programs. The recruitment of employers that will provide relevant cooperative education placements can be facilitated by a community advisory committee. Committee members should also be involved in program effectiveness surveys to assess the delivery of the planned learning experiences in the community.

While their formation is not mandatory, it is recommended that, when formed, advisory committees should include representation from community groups, students, parents (including school council representatives), employers, labour

organizations, cooperative education coordinators, and teachers. Other community partnerships that provide advice and valuable expertise may already exist. In creating Community Advisory Committees, boards and schools should consider building on any such existing partnerships or refocusing existing committees.

3.7 SPECIALIZED PROGRAMS

Specialized programs are programs with a particular curriculum focus that help students meet diploma requirements and make the transition to postsecondary destinations (i.e., university, college, apprenticeship, or the workplace). Schools may offer specialized programs to students in Grades 10, 11, and 12 who are interested in pursuing a specific career or in taking a specific program at the postsecondary level. (All school boards must provide school–work transition programs.) The criteria that apply to such programs are outlined in OSS, section 7.4. Courses that form part of a specialized program will be drawn from university preparation courses, university/ college preparation courses, college preparation courses, workplace preparation courses, open courses, and locally developed courses, as appropriate.

When developing and implementing specialized programs, school boards should take into consideration that these programs:

- may vary in length from one to three years;
- may range in breadth and depth and should consist of an appropriate combination of courses that will give students in-depth preparation for their postsecondary destinations;
- should include cooperative education and work experience placements to provide students with the opportunity to apply their learning in the workplace and to determine whether a particular educational or career plan is suitable for them;
- may be developed for an individual student or for a group of students with similar interests or educational or career goals;
- should be developed and implemented in collaboration with postsecondary partners (university, college, trade association, or workplace representatives) to ensure that they are relevant and that they adequately prepare students for their postsecondary destinations;
- may provide students in apprenticeship and skills certificate programs with the opportunity to obtain advanced standing in a postsecondary education or training program.

Three types of specialized programs – career preparation programs, postsecondary education preparation programs, and school–work transition programs – are outlined in OSS. Programs with a particular curriculum focus designed to help students meet diploma requirements (e.g., programs that meet the needs of exceptional students or programs designed for a group of students who share similar goals or interests) can also be considered specialized programs.

3.8 EXCEPTIONAL STUDENTS

All students must be given the opportunity to develop to their full potential so that they may participate in society with competence, integrity, and dignity. Cooperative education, work experience, and school–work transition programs such as OYAP enable many students who have special learning needs to experience a variety of opportunities and to learn more about themselves and the world of work.

Exceptional students and other students who receive special education programs or services require learning experiences that correspond to the abilities, interests, personal goals, strengths, and needs (including the need for specialized services or other accommodations or for modifications to curriculum expectations) that are outlined in their IEPs. For example, carefully planned cooperative education experiences can provide gifted learners with an opportunity to develop their abilities and interests as fully as possible and to have their special needs and aspirations met.

Planned learning experiences in the community should also be considered in the development of transition plans, which are a mandatory part of the IEPs of exceptional students who are fourteen years of age or older and who are not identified solely as gifted. Transition plans are also encouraged for those exceptional students under the age of fourteen who might benefit from them. (For further information about IEPs, including transition plans, see OSS, sections 5.4 and 7.12.)

It is essential that educators involved in cooperative education ensure the provision of any accommodations and modifications required to allow exceptional students to achieve their full potential, as described in their IEPs. It should be noted, however, that the modifications made must maintain the integrity of the overall program, in accordance with the intent of this policy document. When planning the cooperative education programs of exceptional students and other students who have IEPs, educators must take the following into account:

- The accommodations described in a student's IEP must be made available at the placement.
- The employer and supervisor must be made aware of the student's area of exceptionality and special learning needs. If at all possible, this should be done well before the placement begins.
- The classroom component and the personalized placement learning plan must be modified to meet the student's needs, as identified in the student's IEP.
- The teacher, the student, and the placement supervisor should discuss the expectations that are to be achieved.
- Strategies employed in both teaching and placement supervision should be tailored to meet the particular strengths and needs of the exceptional student.
- School boards should ensure that additional supports and resources are provided where necessary. The assistance of additional professional or paraprofessional staff and the use of specialized equipment or facilities may be required.

Board and learning-resource staff, teacher librarians, subject specialists, special education consultants, guidance counsellors, teacher-advisers, and the cooperative education teacher should work together as a team to provide appropriate learning experiences in the community for exceptional students. Special education staff should ensure that cooperative education teachers know where to find information on meeting the needs of exceptional students.

3.9 MATURE STUDENTS

Whether enrolled in day school or in continuing education, adult learners should be encouraged to participate in cooperative education courses and school–work transition programs. Offering courses through cooperative education enables mature students to focus on intensive training programs. Whether the programs include mature students exclusively or a mix of mature and adolescent students, the participation of adult learners in cooperative education can have significant benefits for all involved.

In designing cooperative education experiences or other forms of experiential learning for mature students, teachers need to consider the principles of adult learning theory, recognizing that adults tend to be more self-directed than younger students. Cooperative education placements must occur outside the mature student's regularly scheduled job or work commitments. It may therefore be necessary to make some adaptations in cooperative education experiences planned for mature students, as long as those adaptations remain within the guidelines established in this document.

3.10 THE ROLE OF TECHNOLOGY

Students should be encouraged to use computers and other emerging information technologies in the course of their cooperative education experience. A wealth of career and educational information is available in various software programs and on Internet sites such as Career Gateway (at www.edu.gov.on.ca). Electronic and online résumés, portfolios, and self-assessment inventories are other useful tools to help students meet course expectations.

Teachers should also be encouraged to use information technology to facilitate the organization and administration of cooperative education.

3.11 ANTIDISCRIMINATION EDUCATION

Cooperative education, work experience, and school–work transition programs must be free from discrimination and must provide all students with safe and secure environments to enable them to participate fully and responsibly in the educational experience.

Teachers must ensure a safe learning environment – one that is free from harassment of all types, from violence, and from expressions of hate – both in school and at the placement. The learning activities identified in the pre-placement and integration segments of the course should be designed to help students develop

respect for human rights, as well as a sense of personal, social, and civic responsibility. Resources that provide strategies for dealing with antidiscrimination issues should be considered in program planning.

3.12 SUMMER SCHOOL COOPERATIVE EDUCATION

Summer provides a variety of opportunities for student placement that are not always available during the school year. Summer school cooperative education programs must meet the same criteria as programs offered during the regular school year. It is essential that a cooperative education experience be differentiated from a summer job and that the emphasis be placed on the achievement of course expectations rather than on paid employment.

Where summer school cooperative education programs are offered, boards must establish procedures for their implementation and delivery. The same amount of time for pre-placement preparation (15–20 hours) and for integration activities (7 hours per 110-hour course) must be included as for a regular school-year program. The placement must be arranged before the start of the course, and the personalized placement learning plan must be developed by the end of the first week of the placement. Teachers must assess the student's learning at the placement according to the policy outlined in this document (see section 2.5.2).

The assignment of summer school teachers qualified in both cooperative education and the related subject area will ensure safety at the placement, the quality of the student's learning experience, and the integrity of the course and of the awarded credit.

4 Program Management and Administration

4.1 COURSE CALENDAR DESCRIPTIONS

Information on cooperative education, work experience, and school–work transition programs must appear in the school course calendar, as stipulated in OSS, section 5.3.1. The following information should be included in all school course calendar descriptions of cooperative education and work experience:

- a description of cooperative education and/ or other available forms of experiential learning and related programs
- information on eligibility requirements (e.g., age, related subject, special considerations)
- a description of the work experience component

The following information should be included in all school–work transition programs described in the school course calendar:

- a description of the program
- information on eligibility requirements (e.g., age, prerequisite/ co-requisite courses, special considerations)
- a list of the in-school and work-based components
- a clear sequence of the program components leading to graduation

4.2 PLACEMENT COORDINATION

All school boards must establish policies and procedures related to the effective management of the various forms of experiential learning. These policies and procedures must be established within the framework of this policy document and should reflect the specific needs and circumstances for program delivery within the local community and school board. They should also include provision for placement coordination where more than one school within the same board offers cooperative education.

In areas where more than one school board offers cooperative education and other forms of experiential learning, the school boards involved must develop protocols that will ensure regular and consistent cooperation and communication among cooperative education personnel. To increase community support and cooperation for the expansion of planned learning experiences in the community, every school board should also communicate regularly with other organizations that arrange work placements for students and other young people.

The sharing of resources among different school boards within the same and adjacent areas is strongly encouraged to ensure the effective delivery of all community-based programs. This is essential if the educational community is to present a unified message to the community.

4.3 REMUNERATION OF STUDENTS

It is essential that the emphasis in cooperative education be placed on learning and that cooperative education be differentiated from part-time employment. It is therefore not general practice for cooperative education students to receive hourly wages or a salary for their placement component hours. While payment for work during cooperative education credit hours is discouraged, students are permitted to receive an honorarium or an expense and/ or a transportation allowance from their placement or school board.

Local school boards may, however, determine that it is appropriate for some students, especially those in specialized programs (see section 3.7), to receive remuneration. Payment for cooperative education experiences must be allowed only after careful consideration. Ontario Youth Apprenticeship Program students who have been registered as apprentices in trades recognized by the Trades Qualification and Apprenticeship Act will be paid apprenticeship wages as set out in that act. It is essential that the school board maintain control over the direction of all cooperative education learning activities, even in situations in which students receive some remuneration.

If students stay at their placements beyond the hours specified on the Work Education Agreement, they may be hired as employees and paid. Such an arrangement must be completed by the student and the employer and shall not involve the school or the teacher.

Workplace Safety and Insurance Act coverage arranged through the Ministry of Education applies only to the hours stated on the Work Education Agreement and does not apply when a student receives an hourly wage or a salary. Students who, in special circumstances, receive an hourly wage or a salary must be covered by the employer for Workplace Safety and Insurance Act coverage (see Policy/ Program Memorandum 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs").

4.4 RELATED COSTS OF COOPERATIVE EDUCATION

Participation in some placements may involve some costs to students or parents (e.g., the cost of safety boots, lab coats, transportation). Students should not be denied access to cooperative education or work experience because of their inability to meet these expenses. Every effort should be made to provide assistance to students whose financial circumstances make it difficult for them to participate.

4.5 CLASS SIZE

School boards in Ontario are required to ensure that the average class size of secondary school classes, on a board-wise basis, does not exceed the maximum number of pupils stipulated in regulations made under the Education Act. Average class size is to be calculated on the basis of the total number of student credits rather than the total number of students. This requirement applies as well to cooperative education classes.

4.6 SCHOOL SEPTEMBER REPORT

The School September Report provides detailed information on all courses offered by a school and includes a separate section for cooperative education. In this section, schools are required to indicate the specific course code, language of instruction, credit value, and male and female enrolment for all cooperative education courses. The related course for each cooperative education course will be reported in the general section for courses. The cooperative education teacher can provide valuable assistance when the cooperative education section of the School September Report is completed.

5 Roles and Responsibilities

The following sections outline the roles and responsibilities of school boards, principals, cooperative education teachers, employers, supervisors, students, guidance counsellors, and non-teaching personnel in relation to cooperative education and school–work transition programs.

School boards

- provide cooperative education and other forms of experiential learning and related programs
- assign personnel to ensure implementation of ministry policies and effective program coordination
- extend and strengthen partnerships with colleges, employers, and the community to promote cooperative education, work experience, and school–work transition programs
- implement provincial policies on cooperative education, work experience, school–work transition, and apprenticeship programs
- develop policies and procedures for involving community partners in the planning and delivery of cooperative education, work experience, and school–work transition programs
- establish procedures to assess new placements
- allocate resources and personnel to support the development and implementation of cooperative education programs
- enable teachers to engage in professional development activities to ensure the effective implementation of cooperative education, work experience, and school–work transition program policies
- develop policies that require teachers appointed to positions of responsibility in cooperative education to obtain specialist qualifications in cooperative education
- develop a protocol to ensure regular and consistent cooperation and communication among cooperative education personnel where more than one school or one board operate cooperative education and work experience programs within the same community
- encourage the sharing of resources among school boards within the same area or in adjacent areas
- develop a policy statement regarding a student's activities in the event of a strike or a labour dispute

- develop specialized programs that include cooperative education and/ or work experience
- ensure that appropriate supports and resources are provided for exceptional students

Principals

- assume overall responsibility for cooperative education, work experience, school–work transition, and apprenticeship programs, including student health and safety
- give careful consideration to teachers' qualifications when allocating staff to cooperative education and work experience programs
- ensure that a teacher with qualifications in the subject area in which the student is earning cooperative education credits (normally, the teacher of the related course) is directly involved in the development of the personalized placement learning plan, including the development of assessment criteria and strategies
- recognize the need to incorporate in the timetables of cooperative education teachers blocks of time that will enable them to secure placements and conduct assessments of student achievement at the workplace
- determine class size in cooperative education based on student credits
- give consideration to staff allocation where exceptional students with physical or learning disabilities are involved
- make every effort to encourage the growth of cooperative education and the involvement of teachers from a variety of subject areas
- implement the program effectiveness survey

Cooperative education teachers

- promote the cooperative education, work experience, and school–work transition programs to students, parents, staff, school councils, and potential employers
- develop pre-course counselling and interviewing procedures for all students who wish to participate
- interview and select students for community-based learning programs
- follow the school board's placement procedures for all community-based learning programs
- identify and secure placements in which students will be able to achieve the course expectations, experience growth, and develop career goals
- assess placements for suitability
- inform employers of their role and responsibilities and of the responsibilities of the partnership prior to student placement
- organize and conduct pre-placement orientation sessions to prepare students

- develop a personalized placement learning plan for each student with the assistance of the student, the supervisor, and the teacher of the related course
- consult regularly with students, employers, supervisors, employees, and other teachers
- make regular on-site learning assessments of students at their placements (three times per student per cooperative education credit, at least twice through direct personal contact)
- assess and evaluate student performance
- update and adjust students' placement learning plans as required
- assess whether placement supervision is appropriate
- organize and conduct regular integration activities (a minimum of seven hours per cooperative education credit)
- manage the day-to-day administrative tasks associated with cooperative education and work experience programs (including reporting to the school administration or to the Ministry of Education)
- keep dated, anecdotal records on student placement learning assessment
- help students arrange appropriate transportation to their placements
- provide health and safety instruction and information on insurance coverage
- follow Workplace Safety and Insurance Board and school board procedures for accident reports
- liaise with guidance counsellors, school administrators, teacher-advisers, special education staff, and parents
- work with students and supervisors to ensure that any problems are dealt with immediately

Employers

- provide a safe working and learning environment
- designate one employee to be responsible for supervising and evaluating each student
- provide students with written or oral feedback after an employment interview as part of the learning experience
- help develop personalized placement learning plans by identifying workplace applications
- provide orientation and workplace health and safety training
- provide challenging learning experiences that will encourage personal growth and develop career goals
- help students function as an integral part of a team

Supervisors

- sign the Work Education Agreement to identify who provides WSIB student coverage
- are familiar with and follow accident reporting procedures

- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students
- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- acquaint students with company personnel and procedures
- provide placement-specific safety training
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
- review and sign the daily logs at the end of each week
- jointly assess student progress with teachers, and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

Students

- comply with all company rules as to dress, safety codes, work schedule, and policies
- work in a courteous, responsible, and business-like manner and show appropriate initiative
- observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements
- comply with school attendance policies in both the placement and classroom sessions
- submit assignments as required
- inform the placement supervisor and the cooperative education teacher in advance if they are unable to report to their placements
- participate in the development and implementation of their personalized placement learning plans
- participate with their supervisors and teachers in the assessment of their own performances
- complete their course requirements to obtain credits towards the Ontario Secondary School Diploma
- work with teachers and supervisors to ensure that problems are dealt with immediately

Guidance counsellors

- work collaboratively with the cooperative education teachers
- inform cooperative education teachers on an ongoing basis of potential student candidates
- assist with pre-placement and orientation sessions on request
- assist with career fairs, portfolio development, and other related activities
- maintain regular liaison between guidance and cooperative education staff
- actively recruit appropriate students for participation in cooperative education
- keep informed about the types of placements available

Non-teaching personnel

- may promote programs and identify sources of new placements for students
- may assist school staff with clerical duties associated with cooperative education and work experience programs
- may assist in data collection related to program management
- may develop a data base of employers and update it regularly
- may coordinate high-demand placements
- may assist with the writing of funding proposals
- may liaise with community resources and develop a list of guest speakers
- may not place students
- may not create personalized placement learning plans for students
- may not participate in on-site learning assessment activities or evaluate students
- may not be responsible for delivering the pre-placement program to students
- may not interview students
- may not plan integration activities

Glossary

Additional qualifications course in cooperative education. A three-part, ministry-approved additional qualifications course in cooperative education that is offered through faculties of education.

Advanced standing. Recognition by a postsecondary institution of the knowledge and skills acquired by a student through the completion of a secondary school course or program, leading to credit and/ or student admission at the institution.

Anecdotal report. A written description of a student's behaviour and performance at a placement, based on direct observation and discussions with both the student and the supervisor. An anecdotal report is completed at the end of each monitoring visit.

Bridges. An example of a school–work transition program for students planning to enter the workforce directly from secondary school. It is a two- to three-year program that combines school-based and work-based education and training through a range of opportunities.

Classroom component. The portion of the cooperative education course that includes the pre-placement orientation and the integration sessions.

Exit résumé. A résumé produced by cooperative education students at the end of their program that incorporates a summary of their placement experience.

Experiential learning. Learning acquired wholly or in part through practical experiences.

Integration. All of the techniques or tools used to help students relate their placement experience to both the curriculum expectations of the related course and the cooperative education expectations. Integration also provides opportunities for students to reflect on and analyse their cooperative education experience.

Non-teaching personnel. Staff involved in a cooperative education program, often as recruitment officers or administrative assistants.

Performance appraisal. A written assesment of a student's achievement of the placement expectations completed by his or her workplace supervisor.

Personalized placement learning plan. A descriptive outline of a student's learning expectations in a particular cooperative education course or work experience placement.

Placement assessment criteria. Criteria established by the school board to help teachers find and assess potential work placements for students.

Placement component. The portion of the cooperative education course that takes place at the workplace.

Placement learning assessment (monitoring). A written assessment of student learning at the placement completed by the cooperative education teacher and based on observation and discussion with both the student and supervisor.

Pre-placement orientation. A minimum of fifteen to twenty hours of sessions during which students must demonstrate an understanding of the pre-placement orientation expectations as well as the related expectations in the compulsory Grade 10 Career Studies course.

Related course. The designated course on which the cooperative education course is based and to which the cooperative education credit or credits are linked.

Work Education Agreement. A standard Ministry of Education form that must be signed before a student starts working at a placement to ensure coverage under the Workplace Safety and Insurance Act.